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gram, not only to contribute to the child's knowledge, but to quicken and intensify his interest in the life of the world at this stirring and complex time.

INDIVIDUALITY RECORDS

How are we to know the needs and capacities of the child, if there is no means of recording them from year to year as he passes through the school? Dr. Adolph Meyer, of Johns Hopkins University, in an address which he gave in Chicago two years ago, urged that teachers work out a system of school records which "should give more and more a knowledge of the individual child, and home, and gang, and other factors in environment." The need for such records has surely been felt by all teachers who, in planning their course of study, try to adapt it to the needs and capacities of the individual child.

For two years a committee of the faculty of this school has been trying to design a set of record cards which will be economical of time and at the same time not too meager in information to be useful, and which will give the salient facts of each child's environment, special powers and weaknesses, interests, and activities. Uniform with these cards are the physical records of the pupils and the records of their academic standing. When a child passes from one grade to the next, his cards go to the new teacher, who has consequently some knowledge upon which to begin the year's work.

A tentative set of cards was drawn up and copies were sent to Dr. G. Stanley Hall, of Clark University; Dr. Adolph Meyer, of Johns Hopkins University; Dr. Frank M. McMurry, of Teachers' College, Columbia University; Dr. William Healy, of the Judge Baker Foundation of Boston, and Mrs. Helen T. Woolley, of the Vocational Bureau of the Cincinnati Public Schools. The criticisms and suggestions of these people were of great help to the committee in revising the cards for trial in the school.

Since the cards are being used for the first time this year, and will probably need some changes before the system can become permanent, it is impossible at this time to make any real report concerning them. Mention is made of them here, because they represent an effort at helping teachers to know the children more intimately and to adapt the curriculum to their individual needs.